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ABSTRACT

This handbook is designed to be used by senior local education authority (LEA) and college managers and training officers responsible for the production of non-advanced further education (NAFE) development plans and annual programs in Great Britain. It focuses on key areas related to the provision of equality of opportunity for ethnic minorities. The guide begins with a brief introduction to four central issues and 12 areas for action (policy; priorities and resourcing; ethnic monitoring; consultation and needs analysis; marketing, access, and recruitment; course program; delivery mechanisms; progression; student support; evaluation and review; staffing and staff development; and ethos). A statement of principle is made about each. The statement of principle is followed by a list of indicators of application that gives possible sources of evidence that the principles are being applied in practice. A checklist is then provided to be used either to assess in more detail the extent to which principles have been applied in practice or as a prompt or plan for action to be undertaken. (KC)

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PLANNING NAFE

EQUAL OPPORTUNITIES FOR ETHNIC MINORITIES

A HANDBOOK

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6. COURSE PROGRAMME

STATEMENT OF PRINCIPLE

The LEA and colleges will . . . match course provision to the needs identified through individual demand, market intelligence gathering and consultation procedures. An appropriate balance of short-term specific funding and longer-term permanent base budget funding will be used across the full range of course provision. Course programmes should provide for coherence and continuity in progression.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- links to labour market intelligence and consultation outcomes in the targets set in the development plan;
- a range of courses, across all vocational areas and at all levels, related to targets set in the development plan and listed in the annual programme;
- inclusion of Access courses providing successful students right of entry to higher education;
- recognition of adult and community education courses as part of a coherent LEA programme.

A COURSE PROGRAMME CHECKLIST

Course programmes, in meeting the needs of ethnic minority communities, should provide for:

- vocational opportunities within expanding economic sectors;
- specific linguistic and cultural needs;
- assignments with criteria for their assessment which recognise skills offered by particular linguistic and cultural groups;
- basic education and bridging courses to facilitate access into further and higher education;
- links between adult education and community-based courses and further education;
- programmes providing clear indications of continuity between levels;
- curriculum content related to issues of culture and race.

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PLANNING NAFE

EQUAL OPPORTUNITIES FOR ETHNIC MINORITIES

A handbook for senior LEA and college managers and Training Agency officers

Andrew Borthwick
David Dunn
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F O R E W O R D

Having a policy on equal opportunities has become almost *de rigueur* among LEAs; making it work is another matter. There has been criticism, notably from the Black communities, of gaps between rhetoric and reality, and there has been reluctance, on the part of national agencies as well as LEAs, to acknowledge that some of the structures and practices of education and training may need changing if equality of opportunity for all students is to be achieved.

The NAFE planning dialogue between LEAs has provided a vehicle for LEAs to map their current provision and has been the only opportunity for many to develop more stringent and sophisticated methods of measuring its effectiveness. Such methods go well beyond the crude counting of heads, and include reference to the needs of local industries and the aspirations of students and the community.

Performance indicators of this kind have been applied in the educational field, with varying degrees of success, for some years now. But their application in the field of equal opportunities, until this project, had been limited to systems for ethnic monitoring.

The main aim of the six pilot authorities involved was to incorporate the implementation of equal opportunities policy as an integral part of the NAFE planning process. In order to achieve this, they became involved in an intensive process of market research and community consultation, each focusing on one or more specific areas, so that in the end they identified 12 *areas for action*.

In commending the results of their work to LEAs, Training Agency Area Officers and colleges, we would especially draw your attention to the *indicators of application* for each area of action. These list some of the practical initiatives which appeared to be common features of the practice of those authorities which were making the best progress. The *statements of principle* and *checklists* are distillations of the policies of the authorities. A more detailed record of progress in each LEA is to be found in the summary report (available from FEU). Some LEAs have also published their individual reports; the appropriate FE officers should be contacted.

The implementation of equal opportunities in their own practice has for some years been a policy priority in the work both of the Training Agency and FEU. This project and the handbook which it has given rise to represent a significant advance towards the realisation of these aims, and for this we are grateful to the six LEAs involved and the project consultants who supported them and drafted this handbook. But in particular we are grateful to the project workers who actually carried out the work in the authorities. Nearly all were Black and with no great seniority in the colleges or institutions from which they were seconded. Their role in relation to college and LEA management in the production of information was often awkward, and to suggest action which was sometimes uncomfortable. The clarity and comprehensiveness of the messages contained in this handbook are evidence of their success in carrying out a difficult task, and we are grateful to them.

Geoff Stanton
Chief Officer
Further Education Unit

Ian Randall
Head of Further Education Branch
Training Agency

INTRODUCTION

This handbook is designed to be a practical support for senior local education authority (LEA) and college managers and Training Agency officers responsible for the production of non-advanced further education (NAFE) development plans and annual programmes. It focuses on key areas related to the provision of equality of opportunity for ethnic minorities* and has been produced as a result of the Training Agency (formerly the Manpower Services Commission) funded project 'Equal Opportunities for Ethnic Minorities in NAFE' (RP396). This project was managed by FEU and involved development work in six LEAs – Avon, Ealing, ILEA, Leicestershire, Sheffield and Walsall – as well as additional research by the project consultants.

The aim of the project was to develop models of good practice which would be appropriate for integration into LEA/Training Agency NAFE development planning. The models were to be in the assessment of need, monitoring, planning and provision of equality of opportunities for ethnic minorities which recognised the objectives of the Training Agency, the LEA and the ethnic minority community. A report of the project, together with individual reports of the work carried out in the six LEAs, is available from FEU.

During the project it became apparent that there were a number of key areas which required attention during planning and delivery processes if equality of opportunity was to be provided. This handbook calls them *12 areas for action*.

Following a brief introduction to four central issues and the *12 areas for action*, each of the 12 areas is dealt with. A *statement of principle* is made about each, which may prove useful in the development of policies relating to equal opportunities for ethnic minorities. The principles set are in many ways the outcomes or conclusions of the main report.

Following the *statement of principle* is a list of *indicators of application* which gives possible sources of evidence that the principles are being applied in practice. The list is not intended to be exhaustive, but includes a range from the general to the specific and covers some of the most significant points. They are indicators and, as such, lack of evidence should not be taken as necessarily meaning that principles are not being applied. Similarly, availability of evidence may not necessarily mean that all that can be done is being achieved. The indicators are included to enable managers and officers to have common reference points when reviewing NAFE development plans, annual programmes and actual provision.

A checklist is then provided which may be used either to assess in more detail the extent to which principles have been applied in practice or as a prompt or plan for action which should be undertaken. In some cases it will be possible to translate the checklist items into objectives which should be achieved.

LEAs and the providers of education and training will wish to examine in more detail the issues identified through the *12 areas for action*. Examples of and references to developing good practice will be found in the full project report and the six individual LEA project reports.

* Within the context of this handbook, the terms 'Black' and 'ethnic minorities' are used interchangeably since the main focus of the project was on Black minorities of African, Asian and Caribbean origin.

PLANNING NAFE

EQUALITY OF OPPORTUNITY

Concern for equality of opportunity in education and training arises from an awareness that, despite the creation of a free education system available to all, many people continue to be disadvantaged and to achieve less than their potential. Both FEU and the Training Agency have for some time supported equal opportunities projects and practices in recognition that specific groups of individuals are particularly affected. Ethnic minorities are one such group*, despite the fact that equality of opportunity for them is supported by legislation. Under the 1976 Race Relations Act, local authorities and colleges have a statutory duty to eliminate discrimination in their practices on grounds of race, ethnic or national origins. Some of these practices are under their own control and others are conducted in conjunction with other agencies and employers.

At present, and in the light of the demographic and labour market trends over the next 5–10 years, which will see a considerable decline in the number of school-leavers, there are additional instrumental reasons for institutions to increase opportunities for under-represented groups. Much of the work of both the Training Agency and FEU has been directed towards tapping the potential of the pool of unrecognised talent among such groups. In a labour market in which there is a combination of known skills shortages and continuing unemployment, which falls most heavily on ethnic minority groups, the need for educational institutions to translate equal opportunities policies into effective delivery has become urgent.

A survey of early NAFE development plans** suggested that, although some specific references were made to the needs of the ethnic minority communities, there was little indication that these would lead to a high level of positive action. During the project the experiences of six LEAs were recorded, and it became clear that developments were influenced by a number of factors.

THE PLANNING PROCESS

The processes that LEAs were developing for the planning of NAFE were varied. Some were unfamiliar with detailed authority-wide forward planning. In many of the project authorities there was little evidence that colleges demonstrated any greater level of expertise in devising their own institutional development plans, where these existed. Planning is dependent on receipt of information covering all the major areas of concern. In the area of equality of opportunity, key information is required on the extent to which Black communities are participating in existing provision. In many cases this basic monitoring data either did not exist or could not be presented in a form which would allow detailed analysis.

Although all the project LEAs had equal opportunity policy statements, there appeared to be little recognition that prejudice, lack of recognition of racial discrimination and value-laden assumptions might affect apparently mechanistic functions such as planning. There was also little consideration of the resource implications of the implementation of policy in this area.

As more experience is gained at LEA and institution level, there should be more opportunities to reflect on the planning processes being undertaken. Unless changes are introduced quickly, the existing processes will become the norm and existing practice will shape all future planning. The Training Agency and FEU were concerned, therefore, that the issue of equality of opportunity should be built into the process of NAFE planning from the very beginning.

* See full report of this project (Chapter 3), obtainable from FEU.

** *Equal Opportunities for Ethnic Minorities in NAFE* Bulletin No.1, FEU, April 1987.

NAFE OR WRNAFE?

The task, as initially seen by LEAs, was to plan for work-related NAFE (WRNAFE). Most of the first development plans covered only this element, as requested by the Training Agency. The trend, however, has been for LEAs to include all NAFE, and in some cases all post-compulsory education and training. The origins of development planning still govern many of the processes being employed. The presentation of labour market information, an emphasis on the role of employers within advisory groups and a reliance on formal, representation-based consultation procedures have tended to dominate.

With the move towards planning which covers more than work-related NAFE, there has not apparently been a consequential move to involve many other clients of FE in the wider community, including the non-employed. For regions and neighbourhoods in which a high proportion of the population are unemployed or from ethnic minority groups, this has had a particularly unfortunate effect. Consequently, such groups are largely disenfranchised in relation to the planning process; predictions about a decline in inner city opportunities, or assertions that opportunities should be limited to a narrow section of vocational areas, have remained unchallenged. Existing and limited needs analysis exercises have failed to allow the Black community a chance to challenge the cycle of decline. Opportunities for self-help and for the development of enterprise have often been missed.

Even in the area of general or basic education, there have been few apparent opportunities for Black communities to express needs which arise from their cultural or religious backgrounds. Planning mechanisms which ensure that equal priority is given to all sectors of the further education service as yet appear scarcely developed.

CONSULTATION PROCEDURES

An over-reliance on the views of employers should not in itself mean that the needs of the Black community remain unheard. However, there is little evidence in the project to suggest that the views of Black employers were represented. In the project LEAs it became apparent, after steering groups had been formed with a high proportion of Black members, that people wished to be consulted at the earliest date, and that such consultation would contribute to needs analysis and programme development. This appears to challenge the view that consultation should take place only after plans have been drawn up.

Consultation is dependent, in part, on the quality of the relationship that exists between parties. Where interaction takes place regularly, and where such interaction leads to clear participation in the planning process, there is greater likelihood that there will be support for initiatives by Black people and a greater understanding of the opportunities available within a programme of activities. The formation of steering groups in some of the project authorities presented the first real opportunity for members of the Black community to interact with FE officers or senior college managers.

OPERATIONAL PRIORITIES AND RESOURCING

For priority to be given to planning and provision of equal opportunity for ethnic minorities there will probably have to be a redistribution of resources. Throughout the project, much of the provision specifically designed to meet the needs of the Black community seemed to consist of short-term funded courses at a low level. Although there was recognition of this by officers and college managers, there seemed a reluctance to overcome the problem by allocating permanent funding. There appeared to be a willingness to make changes provided additional resources were available; there seemed less preparedness to change the structure of the existing funding base.

Adequate staffing will be required – the necessity of having named staff responsible at all levels and on permanent, secure contracts is recognised in a number of project authorities. But, most important of all, a clear list of priorities must be set, with a timetable for action, so that development may generate an impetus of its own.

12 AREAS FOR ACTION

As well as looking at the issues discussed above, the six LEA projects examined a range of issues arising from their current delivery of further education and training to ethnic minorities and the community as a whole. It was found that many aspects of provision would benefit from enhanced planning for equal opportunities, and that many mainstream courses and college procedures demand detailed attention if they are to meet the needs of Black people in the manner envisaged by the new NAFE planning process. This handbook, therefore, outlines 12 areas for action which can form the basis of timetabled operational priorities for LEAs and their institutions. Acknowledgement of the 12 areas and determination to apply the principles set out should lead not only to the adoption of practices which enhance equality of opportunity for ethnic minorities but also to the welcoming of different educational and cultural traditions. Through participation in NAFE provision, all students and staff should contribute so as to develop an ethos of a college set in a multi-ethnic society.

LOCAL CONTEXT

Local context is obviously crucial to the way the principles of equality of opportunity are applied in practice. There are now few if any authorities with no ethnic minority groups. This is true even in shire counties where, although the total ethnic minority population is very low, there are still significant concentrations in some centres of population. The six participating authorities had varying percentages of ethnic minority populations, the lowest being less than 2%, but all recognised the importance to them of the same principles of equality of opportunity. The statements of principle in each of the 12 areas for action are therefore universal, but the emphases in the way the indicators and checklists are applied may well vary in accordance with local context. For example, under section 2 on priorities and resources, the emphasis could be less on full-time staff providing for the needs of ethnic minorities and more on staff with responsibilities for marketing to new groups and reviewing course programmes and content.

12 AREAS FOR ACTION

1. POLICY

STATEMENT OF PRINCIPLE

The LEA and colleges will ... have written policy statements relating to the pursuit of equality of opportunity for ethnic minorities, including the employment of Black staff. The policy statement should include guidelines for implementation and cover the curriculum process as well as planning and delivery. It will be monitored and regularly updated for approval by appropriate education committees and governing bodies after consultation with relevant external agencies.*

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- copies of policy statement attached to development plans;
- reference to policy in the development plan;
- use of the policy during evaluation, review and NAFE planning meetings;
- year-by-year increases in ethnic minority student enrolment and numbers of Black staff members at all levels;
- increases in Black student progression to higher level education, training and employment;
- student and tutor handbooks outlining entitlements and responsibilities;
- an agenda for action detailing targets and a timescale for their achievement.

A POLICY CHECKLIST

The policy relating to equality of opportunity through NAFE provision should contain specific statements on at least:

- definition of equal opportunities for ethnic minorities;
- aim of the policy;
- scope of the policy (reference to 12 areas for action);
- entitlements;
- responsibilities of LEA, institutions, staff and students;
- management and staffing practices;
- procedures for reviewing the effectiveness of policy;
- guidelines for implementation;
- programme of action.

* The relevant agencies will include local consultative groups, the Training Agency and examining bodies.

2. PRIORITIES AND RESOURCING

STATEMENT OF PRINCIPLE

The LEA and colleges will ... accord high priority to the pursuit of equality of opportunity for ethnic minorities throughout NAFE by the allocation of specifically targeted financial and human resources for development, implementation and review. Such resources should be available for LEA and college management as well as for curriculum or course provision.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- references to equality of opportunity throughout the plan;
- established mechanisms for consultation and structured opportunities for the involvement of Black people in the planning process;
- identified officers/senior managers with specified responsibilities for securing the provision of equal opportunities for ethnic minorities;
- information from systematic and regular consultations reported to education committees and governors;
- appointment of permanent, full-time lecturing and development staff with responsibilities for providing for the needs of ethnic minorities;
- local facilities within the community at least as good as other college facilities;
- course provision funded from base budget as well as short-term specific external funding.

A PRIORITY AND RESOURCING CHECKLIST

Priority and resource allocation should make provision for:

- the needs of ethnic minorities;
- advice, guidance and language support services;
- course provision funded through base budgets;
- specialist and cross-curriculum development;
- awards and grants to students;
- local facilities within the community;
- analysis of education and training needs of ethnic minorities;
- matching of provision to needs;
- staff development for academic and support staff.

3. ETHNIC MONITORING

STATEMENT OF PRINCIPLE

The LEA and colleges will . . . provide sufficient accurate, recent and specific data to inform planning and to enhance the process of effective evaluation and review. Such data will identify the full extent of participation of ethnic minority students and staff and their involvement in all consultation and management procedures within NAFE. It will, in addition, provide indications of purposeful and continuing consumer appraisal.

INDICATORS OF APPLICATION

The translation of principle into effective action may be demonstrated by:

- precise statistical data attached to development plans;
- appropriate and purposeful reference to monitoring data within the text of development plans;
- monitoring reports and related agenda items taken forward to NAFE planning groups;
- enrolment forms and questionnaires adopting a standard/comparable monitoring format and used within all LEA NAFE institutions;*
- central management information systems with clear fields of inclusion of specific data relating to ethnic minorities;
- surveys of consumer opinion, e.g. employers, employed, unemployed and other members of the community;
- use of monitoring data in further planning, evaluation and review sessions at all levels, especially including course team.

A MONITORING CHECKLIST

Data relating to the following should be available, broken down where appropriate by institution, department and course/class:

- numbers/percentage of ethnic minority students attending, and mode of attendance;
- numbers/percentage of ethnic minority staff;
- numbers of ethnic minority initial enquiries/applications cross-referenced to actual enrolment;
- progression to high-quality education, training or employment;
- comparative application, recruitment and promotion of ethnic majority and minority staff;
- perceptions of potential, present and past students, parents and employers related to quality of and access to course provision;
- ethnic minority student drop out.

* See *DES Guidelines*, and FEU pack *Staff Development for a Multicultural Society* (1988)

4. CONSULTATION AND NEEDS ANALYSIS

STATEMENT OF PRINCIPLE

The LEA and colleges will . . . consult with ethnic minority communities as an integral part of the planning process. The analysis of need will relate to demographic and labour market information based on the needs of the employed, the unemployed and the knowledge of community organisations, and will include needs relating to existing, future and potential employment opportunities.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- feedback sought from a range of ethnic minority groups;
- inclusion of ethnic minority individuals and groups within the planning process;
- rationale for choice of individuals and groups, and terms of reference for operation of groups;
- inclusion of agenda items in vocational or subject planning group meetings relating to the needs of ethnic minority communities;
- careers service, youth service, adult/community service, economic development department and planning department participation in planning processes;
- a range of standard and regularly applied needs analysis questionnaires;
- participation by employers and presentation of labour market information within planning process.

A CONSULTATION AND NEEDS ANALYSIS CHECKLIST

Consultation and needs analysis should include:

- structured systems for including the views of ethnic minorities within all appropriate planning groups;
- use of permanent, specialist staff to liaise with ethnic minority communities;
- development of purpose-designed needs analysis instruments and mechanisms for students, employers and community members;
- individual interviews with actual and prospective students;
- provision of local information and marketing units within local communities;
- translation of appropriate documents into community languages;
- staff development programmes to enhance competences in needs analysis and interview techniques;
- information to group members about the processes within which they are responding.

5. MARKETING, ACCESS AND RECRUITMENT

STATEMENT OF PRINCIPLE

The LEA and colleges will ... ensure that the LEA marketing strategy addresses the needs of ethnic minorities and that specifically designed publicity and recruitment procedures reflect these needs. Arrangements for access to provision will encourage participation by ethnic minorities.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- clear statements, related to the recognition of the needs of ethnic minorities, within marketing statements in the development plan;
- inclusion in development plan of data relating to number of applications from ethnic minorities and number of successful enrolments;
- specialist courses in the annual programme in areas where ethnic minority employment is markedly low;
- publicity and information in the relevant ethnic minority languages about courses at all levels in the community;
- enrolment procedures which include provision of support facilities, such as creches and information areas;
- students from ethnic minorities being on courses at all levels and within all Training Occupations Classification (TOC) categories;
- specialist careers advice being available in schools and for adults.

A MARKETING, ACCESS AND RECRUITMENT CHECKLIST

Marketing, access and recruitment should entail:

- advice, guidance and counselling facilities co-ordinated across all phases of the service;
- provision of childcare facilities;
- setting entry criteria which are valid and culturally non-biased;
- undertaking surveys to establish community perceptions of all aspects of a college;
- community-based advice centres;
- clear access arrangements to all levels of provision;
- use of diagnostic pre-course assessment allowing accreditation of all prior learning;
- publicity and recruitment material translated into mainstream ethnic minority community languages;
- targeted information placed in selected locations;
- enrolment procedures which allow for flexibility, advice and guidance to be given and which are timed to maximise opportunity to attend.

7. DELIVERY MECHANISMS

STATEMENT OF PRINCIPLE

The LEA and colleges will . . . use a range of mechanisms which will allow for flexible and open delivery methods to be employed, in order to ensure that courses will be provided at the times, in the modes and in the places that suit ethnic minority students.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- annual programmes listing a range of times, lengths and venues for courses;
- use of flexible learning and workshop facilities;
- use of open learning materials, with tutor support available if needed;
- use of vocationally specific buildings within easy travelling distance from ethnic minority communities;
- courses using employers' (and other) premises within the ethnic minority community;
- courses provided throughout an extended college year.

A DELIVERY CHECKLIST

Delivery mechanisms should include:

- courses planned to take account of particular grant or financial arrangements;
- appropriate use of student-/client-centred approaches;
- active learning methods;
- integration of language support with concurrent vocational training;
- use of a range of types of delivery, including part-time, full-time, day and block release;
- use of modularisation and credit transfer;
- awareness of the cultural dimension to the observation and assessment of performance;
- adoption of assessment techniques which do not depend inappropriately on use of English;
- equality in work experience placements and practical work;
- 'roll-on, roll-off' courses and flexible start dates;
- recognition of religious and cultural requirements.

8. PROGRESSION

STATEMENT OF PRINCIPLE

The LEA and colleges will ... provide courses which will enable successful students to progress into further or higher education or training and/or employment which allows for career advancement. Achievements required at the end of the course and the progression routes available should be made clear before enrolment and should relate to all courses, whether within adult, community, further or higher education sectors.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- a clear progression chart for every course;
- course routes and links shown in annual programmes;
- data by ethnic origin on progression routes through college courses;
- specific measures to facilitate progression of ethnic minority students to high-level courses on which they are under-represented;
- a coherent system of recording achievement from 14+ onwards, applicable to college-based and employer-based schemes;
- initial or pre-course assessment related to prior learning;
- monitoring data related to post-course destinations of all students;
- certification of courses for adults by use of profiling and accreditation of experiential learning.

A PROGRESSION CHECKLIST

Progression opportunities may be enhanced by:

- prospectus and publicity material identifying progression routes;
- review of progression methods and criteria for courses with a low number of Black students;
- progression data, including ethnic monitoring data, reported to governors at regular intervals;
- specific measures to increase access of ethnic minority students to courses where they are under-represented;
- confirmed progression routes for students meeting criteria set in advance;
- advice and guidance available prior to and during course;
- careers information clearly identifying entry requirements;
- development of coherent course programmes, particularly for the 14-18 age range;
- progression between schools, further, adult, community and higher education services, based on shared equality of opportunity principles and practice;
- involvement with employers in development of relevant vocational education and training.

9. STUDENT SUPPORT

STATEMENT OF PRINCIPLE

The LEA and colleges will ... provide support for students, both prior to and during education and training, which encompasses educational advice and counselling and career guidance, as well as specialist language and basic education support. All such support will be available both as part of course provision and through specialist agencies.

INDICATORS OF APPLICATION

The translation of principle into effective action may be demonstrated by:

- advice and guidance facilities in local ethnic minority communities;
- language support services available alongside all education or training provision;
- specialist careers staff throughout the 14-18 age range;
- counselling facilities advertised and available to all students within a college.

A CHECKLIST FOR STUDENT SUPPORT

(Many of the items in the following checklist are standard. However, the nature and extent of existing provision may well have been determined in a monocultural context.)

Students may be supported in their learning through:

- advice, guidance and counselling services;
- specialist facilities, such as crèches, and adequate catering facilities throughout college opening times;
- access to study skills courses;
- opportunities to use private study areas outside course time;
- tutorial time provided within all full- and part-time courses;
- sensitive application of grants and awards policies;
- acknowledgement, by providers, of cultural or religious demands on students;
- access to open learning centres for language development and basic education;
- policies on racial harassment and procedures identified for dealing with cases of discrimination.

10. EVALUATION AND REVIEW

STATEMENT OF PRINCIPLE

The LEA and colleges will ... use the data obtained by monitoring to inform and enhance judgements about the efficiency and effectiveness of NAFE provision for ethnic minorities. In the light of evaluative judgements, all aspects of planning and provision will be reviewed against initial targets and continuing needs analysis and market research; timetables for the implementation of consequential change will be identified.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- data relating to ethnic minority recruitment and achievement presented in development plans and cross-referenced to targets for improvement;
- reallocation of resources and curriculum change year by year in the annual programme, in the light of evaluation;
- evaluation reports for academic boards, governors, NAFE planning groups, consultative groups and committees;
- availability of notes of standing annual review sessions;
- reports from specialist staff, including LEA advisers/inspectors and development/co-ordinating staff.

A CHECKLIST FOR EVALUATION AND REVIEW

Development in evaluation and review procedures will include:

- identification of scope of evaluation required;
- design of evaluation systems and mechanisms related to all provision;
- choice of valid performance indicators for efficiency and effectiveness;
- determination of monitoring and data collection exercises to inform evaluation processes;
- responsibility for review function clearly located in planning process;
- involvement of ethnic minorities in evaluation sessions;
- scrutiny of evaluation procedures for cultural bias.

11. STAFFING AND STAFF DEVELOPMENT

STATEMENT OF PRINCIPLE

The LEA and colleges will ... develop a staffing policy which provides equality of opportunity for the recruitment, selection, appointment and promotion of academic and support staff from ethnic minorities. Staff development plans and programmes created through the LEA Training Grants Scheme and other mechanisms will relate to curriculum, organisation and institutional development identified in the NAFE planning process. Staff development provision will relate to the development of an ethos of an education service promoting a multicultural society and supporting ethnic minority staff in order that they may be successful at all levels throughout the service.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- attaching a staffing policy and staff development plan to the development plan, showing the relationship between all three;
- yearly increases in adequately qualified ethnic minority staffing percentages at all levels where there is under-representation;
- staff development programmes with opportunities promoting education in a multicultural society, awareness of racism and language development;
- monitoring procedures related to recruitment, selection and promotion of ethnic minority staff.

A STAFFING AND STAFF DEVELOPMENT CHECKLIST

A staffing and staff development plan should include:

- reference to all categories and levels of teaching and support staff;
- procedures for monitoring of appointments, promotion and participation in staff development;
- publicity relating to staff recruitment clearly encouraging ethnic minority applicants and placed within ethnic minority communities;
- appointment of staff working in the provision of equal opportunities for ethnic minorities on a permanent full-time basis;
- staff development needs identification directly related to improving equality of opportunity for ethnic minority staff;
- recognition that all staff have responsibility for enhancing equal opportunity for ethnic minorities in NAFE;
- monitoring and evaluation of staff development to identify application of learning in practice;
- clear regulations relating to the setting of criteria for recruitment, short-listing, interviewing and appointment of staff;
- policies relating to procedures to be adopted in the event of racial harassment or discrimination.

12. ETHOS

STATEMENT OF PRINCIPLE

The LEA and colleges will ... ensure that, throughout the processes of planning and delivering NAFE, practices are developed which singly and together demonstrate the pursuit of equality of opportunity. The image of further education and training will thus demonstrate sensitivity, empathy and support for the needs of ethnic minorities, with the development of congruent approaches at LEA, college, department and course levels.

INDICATORS OF APPLICATION

The translation of principle into effective practice may be demonstrated by:

- progress in each of the 'areas for action';
- cross-referenced development plans, staff development plans, curriculum development plans and resourcing procedures;
- multilingual signs and notices within the college;
- staff from the ethnic minority communities at all levels;
- multicultural activities promoted by the college;
- ethnic minority community use of facilities.

A CHECKLIST FOR BUILDING AN APPROPRIATE ETHOS

For an appropriate ethos to be developed there should be:

- application of the checklist in each of the *12 areas for action*;
- review of college publicity and enrolment procedures;
- a programme of awareness mounted throughout colleges and LEA;
- responsibility for the provision of equal opportunities placed on every staff member at every level;
- consultation and participation by ethnic minorities in all processes relating to NAFE planning;
- an integrated approach to planning involving all branches of the education department, all departments of the LEA, external agencies and representatives of ethnic minorities;
- continued monitoring and evaluation of ethnic minority community perceptions of NAFE provision in general, and individual colleges in particular.

Further Education Unit

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Objectives

The objects for which The Further Education Unit (FEU) is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

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